Teaching Aptitude Study Notes,Important Topic for NET Exam

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Important Teaching Aptitude Study Notes for UGC NET EXAM

Introduction

The main objective of UGC NET EXAM Paper 1 is to access teaching and research quality of aspirants. This post is aimed at collecting all required details for teaching aptitude in a single page to answer your doubt and question around the teaching aptitude unit of Paper 1.

So, How to prepare well for teaching aptitude topics for future TET/SET/ UGC NET/JRF exams?

To overcome the challenges of NET Exam students we have covered the entire teaching aptitude syllabus into 7 parts which consist enough study notes and MCQ Question based on last 10 years solved question paper to test your grasping knowledge of Teaching Aptitude section.

After reading this blog post you will have complete details on –

- Latest Teaching Aptitude syllabus as per new changes
- Detailed Analysis of Paper, Types of the question asked in previous examinations
- Complete study notes based on latest syllabus

- Further suggested study materials in case you have time to cover in more details
- Frequently Asked MCQ based on Teaching Aptitude
- Solved Question Papers [Last 10 Year Solved Papers]

Lets Start!

First thing first ... *So, What is the syllabus of Teaching Aptitude Topic in UGC NET EXAM?*

How many are asked in Examination from Paper 1?

This has been observed in the last 10 exams (Considering only recent one !) 5-7 Questions are regularly asked from teaching aptitude. But then in the first exam conducted by NTA in DEC contains more than 10 Questions in a few session.

SO its highly important that you focus on this topic to cover 10 Question (Although not thumb rule)

So what are the important key topics you need to focus on...

Teaching – Nature & Objectives – Steps in Teaching, Factors affecting Teaching. Teacher
characteristics, Identification of learner needs, creating appropriate learning situations, effective teacher, progressive teacher, teaching styles.

- **Teacher Roles** – Motivator, Facilitator, Democratic leader, Guide, Counselor, Mentor, Social Engineer-Classroom Implications.
- **Learner's characteristics**- Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive), Individual differences.

Methods and Techniques of Teaching: learner-centred Teaching Strategies, Projects, Group Discussion, Activity, Co-operative Learning, Seminars, Debates etc. Effective use of ICT, AV Aids, Improvisation, Tools and Techniques of Evaluation, Concept of CCE and Assessment

- **Understanding teaching and learning** in the context of NCF 2005, KCF 2007 and right to education act 2009
- **Evaluation System –**Evaluation in Choice Based Credit System in Higher education

Teaching Aptitude Study Material for NET Exams

Covered Topic in This Post! Teaching: Concept, Objectives, Levels of teaching (Memory, Understanding and Reflective), Characteristics and basic requirements.

Teaching Aptitude tests are measures of potential abilities that foreshadow success on

the related task of some future time. The purpose is predictive and their focus often is narrowed to a single ability or small collection of
related abilities which ensure that the candidates who want to enter the teaching profession have required knowledge and skills.

It refers to the basic qualities required to become a successful teacher. This includes qualification,soft-skills
intelligence, attitude, and many other qualities expected from a person who wants to become a
successful teacher.

> "By education I mean an all-round drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education or even the beginning."
>
> -M. K. Gandhi
>
> "Education is the most powerful weapon which you can use to change the world." – Nelson Mandela JD

Concept of Teaching-

What is teaching (Teaching definition)? How it is different from other relative concepts like instructions, conditioning, training, and indoctrination.

Teaching is one of the instruments of education and is a special function is to impart understanding and skill. The main function of teaching is to make learning effective. The learning process would get completed as a result of teaching. So, teaching and learning are very closely related.

Meaning of teaching-

Teaching is a process in which one individual teaches or instruct another individual. Teaching is considered as the act of imparting instructions to the learners in the classroom situation. It is watching systematically. Dewey:- considers it as a manipulation of the situation, where the learner will acquire skills and insight with his initiation.

Important Teaching definition:-

(1) H C Morrison:- Teaching is intimate contact between the more mature personality and a less mature one.

(2) Jackson:- Teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students).

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(3) J B Hough and James K Duncan:- Teaching is an activity with four phases, a curriculum planning phase, an instructing phase, and an evaluating phase.
This definition presents the organizational aspect by which we can describe and analyze the teaching process.

(4) N.L.Gage (Democratic point of view):- Teaching is interpersonal influence aimed at changing the behaviour potential of another person.

(5) Clerk:- Teaching refers to activities that are designed and performed to produce in students behaviour.

The objective of Teaching-

The major objective of teaching covers different types of intended learning outcomes.

1. Acquisition of knowledge
2. Development of Understanding
3. Development of Conceptual, intellectual and subject-specific skills
4. Development of values values

In general –

- To Change behaviour and conduct of student
- To improve the learning skills of students, including methodological, critical thinking, writing, creativity, hypothesis etc.
- Subject Knowledge
- To provide a social and efficient member of society

Nature and characteristic of teaching-

Teaching is a social and cultural process, which is planned to enable an individual to learn something in his life. We can describe the nature and characteristics of teaching in the following way:-

- Teaching is a complete social process- Teaching is undertaken for society and by society. With ever-changing social ideas, it is not possible to describe the exact and permanent nature of teaching.
- Teaching is giving information- Teaching tells students about the things they have to know and students cannot find out themselves. Communication of knowledge is an essential part of teaching.
- Teaching is an interactive process- Teaching is an interactive process between the student and the teaching sources, which is essential for the guidance, progress, and development of students.
- Teaching is a process of development and learning.

- Teaching causes a change in behaviour.
- Teaching is an art as well as science.
- Teaching is face to face encounter.
- Teaching is observable, measurable and modifiable.
- Teaching is a skilled occupation:- Every successful teacher is expected to know the general methods of teaching-learning situations.
- Teaching facilitates learning
- Teaching is both a conscious and an unconscious process.
- Teaching is from memory level to reflective level.
- Teaching is a continuum of training, conditioning, instruction, and indoctrination.

(Original Source – teaching-definition)

To understand the meaning of teaching, it is essential to understand the difference between teaching and other similar concepts like conditioning, training, instruction, and indoctrination. Here, a brief description is given below.

1. **Teaching is different from conditioning** as it aims to develop intellect and has border scope with the vast curriculum while on other hand conditioning is the modification of behaviour and learning habits. In conditioning, the curriculum is fixed and done by the repetition of the behaviour.
2. **Teaching is different from training** as teaching is mostly theoretical and usually refers to classroom learning while training is practical oriented and it refers to workshops, seminars, role-plays, simulations etc. skill development is a key aspect of Training Process.
3. **Teaching and instruction are different** as Instruction is the act of telling the learner what to do or what not do to impart knowledge of specific subjects while teaching means the development of the potential of an individual.
4. **Teaching and Indoctrination are different** as indoctrination poses the belief that there is only one solution to the problem while teaching points out that there are different solutions, often to the Same problem

Levels of teaching: memory, understanding and reflective

The Overall object of teaching is to build an overall personality of the learners and it evolves around the development of learner's capability, thinking and change in the behaviour of students.

Different level of Teaching

- Memory Level of Teaching
- Understanding Level of Teaching
- Reflective Level of Teaching

Key Points on Memory level teaching (MLT)

1. Memory level teaching emphasis on presentation of fact and information and it's all about CRAMMING.
2. Knowledge or information is gained by the learner through the memorization.
3. It is the initial stage of teaching and induces the habit of ROTE Learning of facts and subject matters
4. Its provide students with the ability to retain and reproduce the learnt subject.
5. It covers only the knowledge-based objectives of Bloom's Taxonomy. At this level, the student learns to identify, recall or remembers the objects, events, ideas and retain them in memory.
6. The teacher plays a very dominating and authoritarian role while instructing
7. The evaluation system mainly includes Oral, Written and easy type-examination as well organized and is simple so that it can be acquired through rote learning.
8. The role of the teacher is prominent (Primary & active) and that of the student is secondary (Secondary & Passive).
9. Memory level teaching does not improve intelligence and increase student's capability but this is required for other types of teaching levels.

The Herbartian theory of apperception supports that the young children's mind is ready for perceiving themselves and the world around. Their mind is ready for a great mass of factual information including concepts, elements, structures, models and theories. They can acquire and retain information about a large number of things, objects, and material through memorization.

Classification of memory:

- Immediate memory: when a recall is immediate
- Permanent memory: the recalling of material for a longer time.
- Personal memory: while recalling the experience, we remember our personal experience.
- Impersonal memory: recalling from books, and companion.
- Active memory: make effort to recall past experiences, recalling answer in exams.
- Passive memory: recall experience without effort.
- Mechanical memory or physical memory: body becoming habitual of doing any task repeatedly.
- Rote memory: cramming facts without understanding.
- Logical memory: to learn something by using intellect and it's recalling when needed.

Key Points on Understanding level of teaching(ULT)

1. Memory level teaching is the prerequisite for the understanding level of teaching as it talks about the generalization of principles, theory and other key important facts.
2. This helps to build the thinking level of students to make use of their acquired knowledge based on previously known facts and subjects.

3. The teacher explains the student about the relationship between principles and facts and teaches them how these principles can be applied.
4. It focusses on mastery of the subject
5. It provides more and more opportunity for the students to develop skills of 'Memory + Insight'
6. The evaluation system of this level is mainly objective type questions and essay.
7. Student and teacher both play an active role in the Understanding level of teaching

Morrison has divided the understanding level of teaching into 5 steps;

- Exploration: testing previous knowledge, analyzing the content.
- Presentation: content is presented, diagnosis, and recapitulation till the students understands.
- Assimilation: generalization, individual activities, working in laboratory and library, the test of content.
- Organization: pupils are provided with the occasions for representation.
- Recitation: pupil presents the content orally.

Key Points on Reflective level of teaching(RLT)

Reflecting on something means giving careful thought to something over some time. It also means thinking deeply about something.

1. It talks about both 'Understanding level' & 'Memory Level' teaching and its problem centred.
2. Its main objective to develop problem-solving, critical and constructive, independent, original thinking.
3. At this level, the emphasis is laid on identifying the problem, defining it and finding a solution to it. The student's original thinking and creative-abilities develop at this level.
4. A student is Core 'Active & Primary' while Teacher becomes 'Secondary & passive' in this.
5. In Reflective level of teaching (RLT) Hunt is the main Proponent. It includes ULT and MLT. It is problem-centred teaching. The students are assumed to adopt some sort of research approach to solve the problem. The classroom environment is to be sufficiently 'Open and Independent'
6. Hunt developed the reflective model of teaching which goes through the various steps including creating a problematic situation. Formulate and verify the hypothesis, data analysis and testing the hypothesis around the problem.
7. Essay type test is used to evaluate the learning process.
8. The teaching at this level is not teacher-centred or subject-centred, it is leaner-centred.

Learners Characteristics Notes on Teaching Aptitude [2019 Updated]

October 5, 2019



This is part of blog series on teaching aptitude In which we will cover **learners characteristics** of Paper 1 of UGC NET Examination.

learners characteristics: Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive), Individual differences.
Since the last few years, there are many questions have been asked over learner 's characteristic in the UGC-NET exam.

Teaching Aptitude Learner's Characteristics

A Learner is someone who is consistently learning. We all are the learner at some or the other time in our daily life. To be precise, a learner at a particular time is that person who is learning about a particular subject.

For a decision maker, it is important to know the learner's characteristics. It is essential to know what factors affect their learning. Learning can be described that the process of acquiring new or modifying existing knowledge, skill values, behaviour and preferences.

Learning is strongly based on the intellectual level, cognitive ability, perception, personality and attitude of a learner. As individual many factors affect the learning of a person. They are bound to get influenced by the social arena, cultural habits, and willingness of a person to adopt change.

No successful outcome strategy can be expected without analyzing learner characteristics. Learner characteristics can be identified by collecting the information based on their cognitive, physiological, affective and social characteristics. Different methods are used to collect information about learners such as surveys, interviews, observation, current knowledge/ skill levels and performance result.

learner's characteristic

Learner's characteristics are many such as personal, academic, social/emotional and/or cognitive in nature.

Personal characteristics can be defined as demographic information about the learner such as age, gender, cultural background, maturation, language, social economic status and specific needs of a learner group such as particular skills and disabilities for and/or impairments to learning.

Academics characteristics of respondents including the education type, education level, and knowledge. The learner has social/emotional characteristics.

Cognitive characteristics of learner can be described such as memory, mental pressure, solve problems, intellectual skill, remembers, organizes and store information in the brain.

Definitions of Learning

- Gardener Murphy: "The term learning covers every modification in behaviour to meet environmental requirements."
- Henry P. Smith: "Learning is the acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experience."

Learning means a permanent change in the behaviour of the learner through experience, instructions, and study. It is very difficult to measure the learning but the result of learning can be measured.

Learner characteristics can be described as measuring the characteristics of learners such as behavioural nature, attitudes and psychological towards everything related to learning.

In learner characteristics aptitude is defined according to Cronbach and Snow as “any characteristic of a person that forecasts his probability of success under a given treatment” or “whatever makes a person ready to learn rapidly in a particular situation (or, more generally, to make effective use of a particular environment)” Various components were described in learner characteristics such as gender, attitude, motivation, learner style and cultural background.

Learners characteristics-

During a learning phase, a learner faces different issues such as doubts, fear of exam, exam pattern, study material and syllabus etc. These problems can be tackled through hard work, consistent efforts and more practice.

There are the few characteristics of learners given below-

Good learners are curious

A learner is never satisfied. They are always hungry for information, love the discovery and try to find out the solution to problems. Learner collects the information about best study material and latest information which was provided by UGC.

Carefully understanding

A good learner possesses the attribute of careful understanding. Most of the knowledge can be gained with the hard work and efforts. A learner should try to understand the subject matter carefully. An effective learner always tries to interpret the stimulus, combine and differentiate them and give them some meaning.

Learner’s characteristics are divided into following categories which are explained as follows:

Social and Personal quality-

A learner who has personal quality understands subject matter easily and solves the problems very fast. Different learners have different personal and social cognitive power. A Learner who belongs to the different social structure may face the problem during the study at other place but a good leaner easily adapts and adjust environment of the class.

Growth and development-

Learner's characteristics are subject to his mental & intellectual growth and development. Education and training are helpful to positive growth and development. A good educationist takes the responsibility to himself of identifying the characteristics of the learner and developing skills into him/her.

Willingness to learn-

A Learner is always willing to learn and open for information. He has a broad mental space and accepts the changes consistently. Inquisitive nature of learner develops an urge in them for acquiring more and more knowledge from their parents, siblings, neighbours, relatives, teachers, society and many more.

Interests and attitude of learner

There is a difference between the interest and the attitude of leaner. A teacher always plays an important role to assess the learners for their interest and aptitude so that they can guide according to their aptitude.

Easily Adjustment to Change-

Although, it is not possible to every learner to adjust in every situation as a different learner has different characteristics of adjustment. Some learner easily adapts classroom environment and some feel uncomfortable in the class environment. So, a good learner should adjust according to the situation.

Internal Motivation-

Motivation is an important factor for a learner to achieve their goals. Learners differ in their capacity of motivation. Some learners are easily motivated while some feel hesitation for a long time before they get motivated by their instructors.

Social-cultural background

Learners come from different culture, area and family background. These learners perform in a homogenous group. Learner takes some time to understand the class environment and adapt. It is very difficult for leaner to adapt, understand and merge the different disciplines in the beginning.

Learning power

Some learners very quickly understand the questions and solve the problems. If the learners solve the problems easily, it means the understanding level of a learner is high as compared to another person who takes the more time to understand and solve the problems.

Nervousness

Nervousness is the natural attribute an of learners. If the learner feels nervousness, it means that they have lack of knowledge about the things. It can be removed with the help of teaching-learning process.

Application of mind & Creativity

All Learners have the different approach to their lives. Most of the learners accept what is taught to them but there are have many creative abilities. They have the ability to explore the things and think innovations.

Moreover, application of mind is necessary to remain ahead. In society different person have the different profession such as doctor, scientist, innovators and discovers are from the categories of learner who are creative.

A few other important outcomes of learning are also-

- Learning is a blend of new or old learner
- It is helpful to develop learner as well as society.
- It enhances the purposeful ability of learners.
- It helps the learner in adjusting to his environment.
- It results in a change in behavior of the learner
- Learning is a product of heredity and environment

You can also read more about this at easynotes4u.com

Conclusion

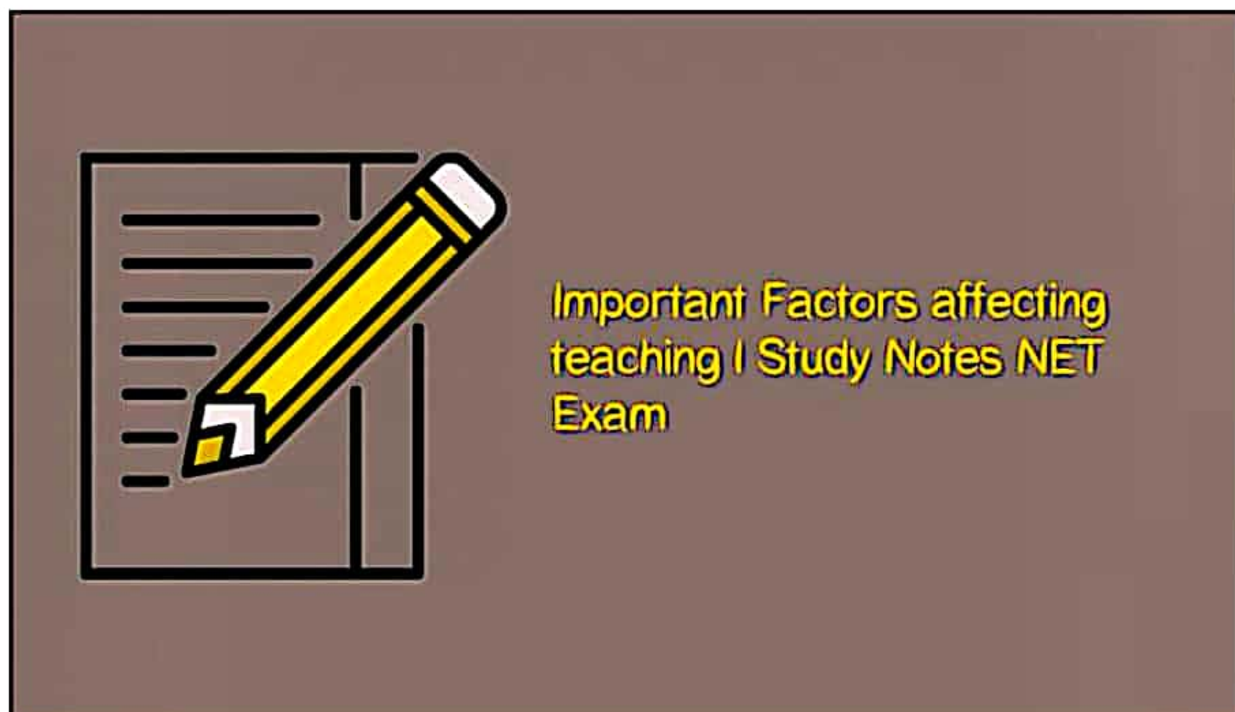
Learner characteristics which are discussed above in this article indicate that learners have different characteristics which are used to understand the subject matter and crack the exams. A good learner can adjust his/herself according to the situation and achieve their objectives.

In the 21st century, Digital sources also act as a significant learning platform. Effectively coordinating along with the group of learner characteristics, provides learners to enjoy a high quality of life and make a good relationship with resilient, international, creative and confident. A good Learner can understand the value of teamwork, the relationship of effort to output and at the same time, knows the need to be regularly learning and growing.

Important Factors affecting teaching | Study Notes NET Exam 2020

ugcnetpaper1.com/factors-affecting-teaching/

April 9, 2019



Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution.

Introduction

Its well-known fact and based on various study to examine the direct and indirect effects of factors affecting the learning process or teaching significant evidence was provided that the learning process and teaching is affected both by direct and indirect variable. Not only this teaching process also gets impacted based on 'individual's characteristics' of learner and teacher along with the environmental factors that influence their integration in the class room.

Learning is the one of most important factor that brings changes in the behavior of the learner...but there is some factor which influences the acquisition of knowledge provided by teachers.

These factors are broadly divided into three areas –

- Learners Psychological /Individual Characteristic
- Teachers & Class room supports
- Environment and other surrounding factors

Factors affecting teaching

Teacher

Teacher – Teacher plays and important role in the teaching-learning process as facilitator of learning. By adopting the best teaching techniques and efficient methods a teach could explore the right talent of the learners to help them towards quality learning process.

It depends on the various factors of teacher-

- **Educational Qualification** – Learning of different subjects and area can provide highly valued instruction which can effect than one who with only general degree. If you compare the teacher who has M.ED or PhD you will be able to identify the different ways of thinking and imparting knowledge to students.
- **Skills** – 'Teaching Talent' is different psychology. One who has higher degree can't assure he has right instinct and can teach in better way than others. teaching skill is all about you connect with students; it depends on the method of teaching you apply, your way of explanation and engagement with students in the class room. Teacher need to have mastery of following skill –
  - Communication skills for better involvement and engagement
  - Use of teaching aids effectively
  - Selection of teaching method appropriately
  - Passion for teaching
  - Human relation skills to act as best guide or mentor
- **Experience** – its well-known fact that it's easy to become teacher after fulfilling the criteria but they actually become 'Master' with their experience. High Qualification may give teachers edge in terms of understanding the different topics or complex formula but it's the experience in the classroom which helps you to learn and employ better methods to effect learning of students. This is also required to handle different mindset of different students in the class-room.
- **Subject matter** – Many time teachers has been assigned a subject in which he is not specialized and he himself not in better position to help learners in effective way ...so the passion towards the subject and SME is also key factor that impact learning of students. For example, this is very rare chance that Arts Teacher can give good learning experience in subjects related to science.

Learner

Learner – Learning is most effective when the differences in learner's language, cultural and social behaviors are taken into account, its necessary to take note of intelligence, ethnic group, race, belief and socioeconomic status of the learners which can influence the teaching in the class room. Every individual is different with others in the terms of physical, social and cultural orientation; these aspects make learner different from one another.

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Prev Next 1 of 3
Also its depends on the interest of the learner including the aptitude, attitude, motivation, mental health and aspiration towards the goals of life.

In short – Psychological difference of learns plays important role in the terms of ability to learns things in the class room.

Environment

Environment and other factors –

- **Support materials** – Teacher Support system is set of tools that will improve student's achievement by improving the capacity of teachers. Different teaching Aid and Support System influences the way decision are made and information is passed to students. Its help to analyze the area in which students are under performing. This also helps teachers to gain new skill to increase student learning by use of effective strategies. This is vast area which included many sub section to be worked upon by teacher to improve overall learning process through effective use of tools, assessment methods and professional development.
    - Student assessments and scores
    - Teaching Strategies and lesson plans
    - Standards and benchmark
    - Effective use of traditional, modern and ICT based tools
- **Instructional facilities-**

  Teaching Aids – Teaching aids are an integral component in any classroom. The many benefits of teaching aids include helping learners improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way.

- **Learning environment**
  - Class-room environments – Class room environment plays important role in learning process and it effects both teacher and learner. While this is to be maintained by both by teacher and students. For active participation in education, concentration of students is required. Teacher need to focus of behavior of students along with other factors to improve the class-room environment so that students listen teachers' voice while interacting with students.
  - Socio-economic factor – Economic and social background of teacher and students also affect learning curve. It has direct and indirect effects on thinking level of students and teacher both. Various study of teaching has pointed poor and rich student classify economically and these factor has influence on their learning speed. On other side if teacher is less paid in terms of salary this also impact his thinking level and ways of teaching in the classroom.
  - Expectations – Every parents have some sort of expectation with his ward in terms of what and where they want to see their children. this has psychological impact on students causing stress and impairments. It often seen that if student is not able to perform mentally it create depression and sometime leads to life failure. That's the reason parent's involvement in the learning process in important to ease out burden on students and helping them to improve learning as over all.
- **Institution** – Teacher is abiding by administrative policy of the institution effecting the learning process. There are chances that Teacher want to deliver in a way he loves to do but the institute policy don't allow him to use his own method. This leads to dissatisfaction in teacher causing learning process to slow down. It should not be the case that teacher should allow the way they want but effective planning of lesson and consultation to improve learning path is required in line with the institute policy.

NCERT (National Council of Educational Research and Training) in its publication Core Teaching Skills (1982) has laid stress on the following teaching skills.

- Writing instructional objectives
- Organizing the content
- Creating set for introducing the lesson
- Introducing a lesson
- Structuring classroom questions
- Question delivery and its distribution
- Response management
- Explaining
- Illustrating with examples
- Using teaching aids
- Stimulus variation
- Pacing of the lesson

- Promoting pupil participation
- Use of blackboard
- Achieving closure of the lesson
- Giving assignments
- Evaluating the pupil's progress
- Diagnosing pupil learning difficulties and taking remedial measures
- Management of the class

Micro Teaching –

Micro-teaching is a product of research at Stanford University. It was first adopted in 1961 by Dwight W. Allen and his co-workers. It implies micro-element that systematically attempts to simplify the complexities of the teaching process.

Teaching is a complex process. It cannot be mastered in a rigid and general setting. So it is analyzed into well-defined components that can be practiced, taught and evaluated.

Micro-teaching concentrates on specific teaching behaviors and provides opportunity for practicing teaching under controlled conditions. So through micro-teaching, the behavior of the teacher and pupil is modified and the teaching-learning process is more effective by the skill training.

Conclusion –

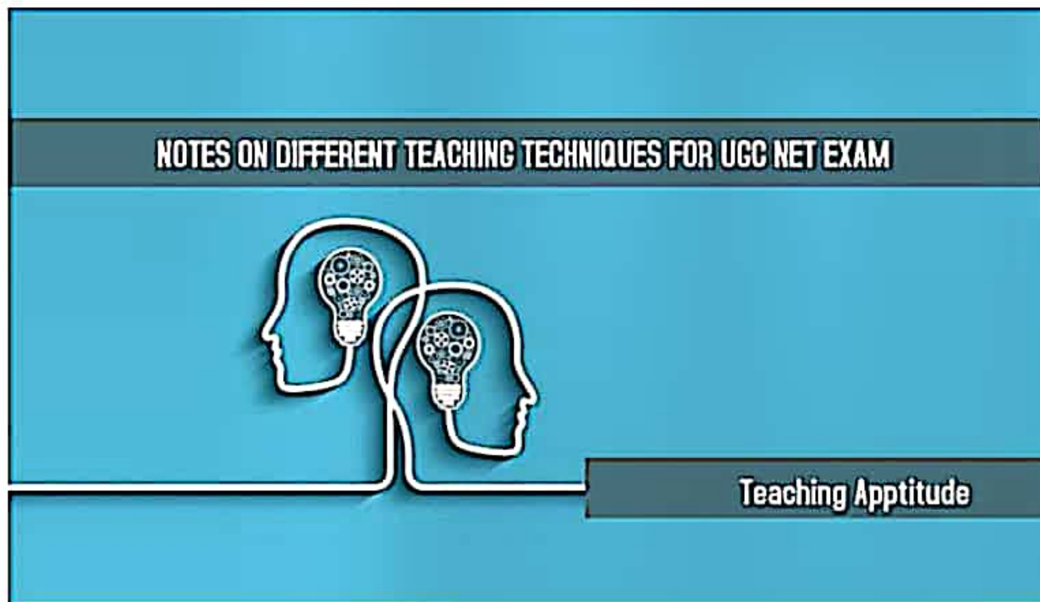
There are multiple scholarly articles available for factors affecting teaching which talks on the various key issues such as teacher student relationship, socioeconomic conditions, school's policy, motivation and other. This includes parent's expectation. So over all multiple factors participate in learning process to slow it down.

To overcome this issue **NCERT in its publication** 'Core Teaching Skills' has laid out stress on various teaching skill and concept of micro teaching has been introduced.

Suggested reading –

Read more at **NCERT** – Teaching Core Skills

Teaching Methodology- Different Types of Teaching Methods | Updated



Study Notes on Teaching Methodology

Teaching aptitude is an important topic for various teachings based examination such as NET/SET and CTET. Question-based on teaching methods are also asked in the various examination when you are applying for teacher/professor jobs. (Such as KVS, NVS, NCERT, University)

Objective:

As you know It is next to impossible for one post to cover the entire discipline of teaching methods. However, we believe that we are offering a foundation that will give UGC NET Aspirants to understand different TEACHING TECHNIQUES methods and they would be able to answer most of the Questions based on topic.

After reading this post –

- You will be able to describe various techniques and strategies for teaching
- Quickly differentiate the various teaching methods
- You will be able to answer MCQ Questions based on Teaching methods & techniques (Almost asked two Question every year in paper 1)

Introduction on Teaching Methodology

Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students' ratings of the "amount learned" in the course and their overall ratings of the teacher and the course.

Those who learned more gave their teachers higher ratings (Cohen, 1981; Theall and Franklin, 2001).

"Tell me, I forget. Show me, I remember. Involve me, I understand."

There are different types of teaching methods which can be categorized into four broad types.

1. ***Teacher-centred methods,***
2. ***Learner-centred methods,***
3. ***Content-focused methods; and***
4. ***Interactive/participative methods.***

#1 Instructor/Teacher Centred Methods

Here the teacher casts himself/herself in the role of being a master of the subject matter. The teacher is looked upon by the learners as an expert or an authority. Learners, on the other hand, are presumed to be passive and copious recipients of knowledge from the teacher.

Examples of such methods are expository or lecture methods – which require little or no involvement of learners in the teaching process. It is also for this lack of involvement of the learners in what they are taught, that such methods are called "closed-ended".

#2 Learner-Centred Methods

In learner-centred methods, the teacher/instructor is both a teacher and a learner at the same time. In the words of Lawrence Stenhouse, the teacher plays a dual role as a learner as well "so that in his classroom extends rather than constricts his intellectual horizons".

The teacher also learns new things every day which he/she didn't know in the process of teaching. The teacher "becomes a resource rather than an authority". Examples of learner-centred methods are discussion method, discovery or inquiry-based approach and the Hill's model of learning through discussion (LTD).

#3 Content-Focused Methods

In this category of methods, both the teacher and the learners have to fit into the content that is taught. Generally, this means the information and skills to be taught are regarded as sacrosanct or very important.

A lot of emphases is laid on the clarity and careful analyses of content. Both the teacher and the learners cannot alter or become critical of anything to do with the content. An example of a method which subordinates the interests of the teacher and learners to the content is the programmed learning approach.

#4 Interactive/Participative Methods

This fourth category borrows a bit from the three other methods without necessarily laying emphasis unduly on either the learner, content or teacher. These methods are driven by the situational analysis of what is the most appropriate thing for us to learn/do now given the situation of learners and the teacher.

They require a participatory understanding of varied domains and factors.

Details of Various Methods with Advantages & Disadvantages

THE LECTURE METHOD
A formal or semi-formal discourse in which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships

- It creates new ideas.
- It is good for a large class.
- The teacher is experienced and has mastery on the subject, explain all points and can answer all questions raised by students.
- Students can ask if they need any clarification.
- Learn through listening
- The teacher explains all the points.
- Students give their input
- Teacher discusses the whole topic in the class in easy language students can easily understand the topic.\
- It is good for a large class.
- The teacher provides all knowledge related to the topic.
- Time-saving as a teacher is supposed to finish the lecture on time.

- Students give their views at the end of the lecture.
- Students can ask the question if they have any problem to understand the lecture.
- Students attentively listen to a lecture and take notes as the teacher ask questions at the end of the lecture.
- Students know and understand basic concepts.
- The teacher knows all the students so he/she can use suitable strategies for the class to make them understand.
- The teacher is experienced and has mastery on a subject and can answer all questions by students.
- Teacher share information with students so it creates interest in students.
- Students are more involved and participate when teacher ask the question.
- The teacher provides notes.
- Students easily understand every point.
- Students share knowledge with the teacher.
- The teacher is a role model for students.

USES

- To orient students.

- To introduce a subject.
- To give directions on procedures.
- To present basic material.
- To introduce a demonstration, discussion, or performance.
- To illustrate the application of rules, principles, or concepts.
- To review, clarify, emphasise or summarise.

ADVANTAGES

- Saves time.
- Permits flexibility.
- Requires less rigid space requirement.
- Permits adaptability.
- Permits versatility.
- Permits better centre over contact and sequence.

DISADVANTAGES

- Involves one-way communication.
- Poses problems in skill teaching.
- Encourages student passiveness.
- Poses difficulty in gauging student reaction.
- Require highly skilled instructors.

THE DISCUSSION METHOD

A method in which group discussion techniques are used to reach instructional objectives.

- Students listen to other's opinion & express their opinion.
- Discuss with teachers the points that were missed during the discussion.
- Students learn on their own & find out key points.
- Students exchange their ideas.
- Students get point of view of all and not only those who always speak.
- After discussion when students give their presentation, the teacher corrects their mistakes.
- Students can make their own notes.

- The learning is more effective.
- They don't have to rely on rote learning.
- Develops creativity among students.
- It evokes thinking among students.
- Students have time for preparation of topic.
- Students should have material and knowledge before the discussion. Suggestion
- Only those students participate who have confidence rest do not participate.
- Concepts become clear after discussion.
- Every student gives his/ her opinion.

USES

- To develop imaginative solutions to problems.
- To stimulate thinking and interest and to secure student participation.
- To emphasise main teaching points.
- To supplement lectures, reading & laboratory exercises.
- To determine how well the student understands concepts and principles.
- To prepare students for application of the theory of procedure.
- To summarise, clarify points or review.

ADVANTAGES

- Increase students interest
- Increases students acceptance and commitments.
- Utilises student knowledge and experience.
- Results in more permanent learning because of the high degree of student participation.

DISADVANTAGES

- Require highly skilled instructor.
- Requires preparation by the student.
- Limits content.
- Consumes time.

- Restricts the size of groups.

THE PROGRAMMED INSTRUCTION METHOD
A method of self-instruction

- To provide remedial instruction.
- To provide make-up instruction for late arrivals, absentees, or translents.
- To maintain previously learned skills which are not performed frequently enough.
- To provide retraining on equipment and procedures which have become obsolete.

- To upgrade production.
- To accelerate capable students.
- To provide enough common background among students.
- To provide the review and practice of knowledge and skills.

USES/ADVANTAGES

- Reduce failure rate.
- Improves end-of-course proficiency.
- Saves time.
- Provides for self-instruction.

DISADVANTAGES

- Require local or commercial preparation.
- Requires lengthy programmer training.
- Increases expenses.
- Requires considerable lead time.

THE STUDY ASSIGNMENT METHOD
A method in which the instructor assigns reading to books, periodicals, project or research papers or exercises for the practice.

- To orient students to a topic prior to classroom or Laboratory work.
- It enhances the ability of research on any topic as the student's search topic from different books, websites etc.
- Active learning
- To set the stage for a lecture demonstration or discussion.
- To provide for or capitalise on individual differences in ability, background, or experience through differentiated assignments.
- To provide for the review of material covered in class or to give practice.
- To provide enrichment material.

USES/ADVANTAGES

- Increase coverage of material.
- Reduce classroom time.
- Permits individual attention.

DISADVANTAGES

- Require careful planning and follow up.
- Poses an evaluation problem.
- Produce non-standard results.

THE TUTORIAL METHOD
A method of instruction in which an instructor works directly with an individual student.

- To reach highly complicated skills operations or operations involving danger or expensive equipment.
- To provide individualized remedial assistance

USES/ADVANTAGES

- Permits adaptive instruction.
- Stimulates active participation.
- Promotes safety.

DISADVANTAGES

- Requires a highly competent instructor.
- Demands time and money.

THE SEMINAR METHOD
A tutorial arrangement involving the instructor and groups, rather than instructor and individual.

- To provide general guidance for a group working on an advanced study or research project.
- To exchange information on techniques and approaches being explored by members of a study or research group.

- To develop new and imaginative solutions to problems under study by the group.

USES/ADVANTAGES

- Provides motivation and report.
- Stimulates active participation.
- Permits adaptive instruction.

DISADVANTAGES

- Requires a highly competent instructor.
- Poses evaluation problems.
- Is more costly than most other methods.

THE DEMONSTRATION METHOD

A method of instruction where the instructor by actually performing an operation or doing a job shows the students what to do, how to do it, and through explanations brings out why, where, and when it is done.

- To teach manipulative operations or procedures.
- To teach troubleshooting.
- To illustrate principles.
- To teach operation or functioning of equipment.
- To teach teamwork.
- To set standards of workmanship.
- To teach safety procedures.

USES/ADVANTAGES

- Minimise damage and waste
- Saves time
- Can be presented to large groups.
- Enable learning evaluation.

DISADVANTAGES

- Require careful preparation and rehearsal.
- Requires special classroom arrangements.
- Requires tools and equipment.
- Requires more instructors.

Details of Few Other Teaching Technique

Brainstorming

- More interesting
- More informative
- Gain knowledge
- Learning is effective
- More participation of students
- Students give their opinion
- Active learning
- Creative thinking is encouraged.
- Students think beyond their knowledge.
- Everyone gets the chance to express their thoughts.
- Simple topics can be learnt from different angles.

Roleplay

- Interesting method
- Creative thinking is encouraged.
- Students think beyond their knowledge.
- Students enjoy the situation
- Active learning
- Easy to learn

Case study

- Active learning
- Creative thinking is encouraged.
- Students think beyond their knowledge.

Off-line vs. On-line methods

Differences Between Online Learning and Offline Learning

- The main difference between online and offline learning is location. With offline learning, participants are required to travel to the training location, typically a lecture hall, college or classroom. With online learning, on the other hand, the training can be conducted from practically anywhere in the world. Participants simply need to log on to the internet from their home, work or even their local coffee shop.
- Another difference is the flexibility offered. Online learning usually has a more flexible timescale. As a trainer, you can offer your support via email or through an online chat system. With offline learning, it is typically carried out between office hours and doesn't offer as much flexibility to the learner or the trainer.

What are the benefits of online vs offline learning?

Although online learning has become the preferred method for the majority of learners, it's important not to dismiss the benefits of offline training too.

- With online training courses, you and the course attendees benefit from a more casual, flexible approach. Being unrestricted in regard to location and times means every learner can benefit from the courses.
- With offline learning, it's easier to ensure attendees are paying attention to the training. Some learners also find it easier to retain the knowledge and skills they've learnt through offline training than they do with online training.
- As there are benefits to both learning options, it makes sense to offer a combined online and offline learning approach as a trainer.

Swayam, Swayamprabha, MOOCs etc.

(Details on Digital Initiative in Higher Education Through NMEICT has been covered in another post)

Study Webs of Active Learning for Young Aspiring Minds(SWAYAM)

SWAYAM is an indigenous (Made in India) IT Massive Open Online Courses (MOOCs) Platform for providing best quality education that can be accessed by anyone, anytime and anywhere using the IT system.

The Concept of Massive Open Online Courses (MOOCs) involves online delivery of interactive learning content to large number of people simultaneously. It allows sharing of best quality education with everyone, thereby bringing in equity as far as the quality of education is concerned.

SWAYAM platform is developed by Ministry of Human Resource Development (MHRD) and All India Council for Technical Education (AICTE) with the help of Microsoft .

Its ultimately capable of hosting 2000 courses and 80000 hours of learning: covering school, under-graduate, post-graduate, engineering, law and other professional courses.

All the courses on this platform are interactive, prepared by the best teachers in the country and are available, free of cost to the students in India.

More than 1,000 specially chosen faculty and teachers from across the Country have participated in preparing these courses.

[Official Swayam website – https://swayam.gov.in/]

There are 4 quadrants in the MOOC pedagogy:

- Video tutorials covering a whole course – normally having about 20 hours of instruction in series of lectures, each lecture not exceeding 30 minutes.
- E-Content: reading material that could add to the learning imparted through the video tutorials.
- Self-Assessment: Quizzes/assignments that intersperse the course
- Discussion forum for posting queries

All the courses delivered through SWAYAM are available free of cost to the learners, however students wanting certifications shall be registered, shall be offered a certificate on successful completion of the course, with a little fee.

SWAYAM Prabha: the 32 Educational DTH Channels

The SWAYAM PRABHA is a group of 32 DTH channels devoted to telecasting of high-quality educational programmes on 24X7 basis using the GSAT-15 satellite. Every day, there will be new content for at least (4) hours which would be repeated 5 more times in a day, allowing the students to choose the time of their convenience. The channels are uplinked from BISAG, Gandhinagar.

The contents are provided by NPTEL, IITs, UGC, CEC, IGNOU, NCERT and NIOS. The INFLIBNET Centre maintains the web portal.

The DTH Channels cover: –

- Curriculum based course contents covering diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities subjects, engineering, technology, law, medicine, agriculture etc. in higher education domain (all courses would be certification-ready in their detailed offering).
- School education (9-12 levels) modules; for teacher training as well as teaching and learning aids to children of India to help them understand the subjects better and also help them in better preparedness for competitive examinations for admissions to professional degree programmes.
- Curricula and courses that can meet the needs of life-long learners or Indian citizens in India and abroad.
- IIT-PAL – to assist the students in the Classes 11 and 12 aspiring to join IITs by encouraging scientific thinking and conceptual understanding critical to answer the 'tough' questions of JEE Advanced, so that good quality students enter the portals of IITs. The four channels under this would be on Mathematics, Physics, Chemistry and Biology.

MHRD, is responsible for the overall development of the basic infrastructure of Higher Education sector, both in terms of policy and planning. You can read more about – Digital Initiative in Higher Education Through NMEICT

Web References :

1. https://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/0135145724.pdf
2. http://www2.tulane.edu/som/ome/upload/ComparisonOfTeachingMethodologies.pdf
3. https://ugcnetpaper1.com/digital-initiative-in-higher-education

Teaching Support System: Traditional, Modern and ICT based | New Topic

April 4, 2020



Teaching Support System: Traditional, Modern and ICT based.

Introduction

Today, in the 21st century understanding is more important than ever. That is why it is vital for educators to use methods or techniques in teaching that will enable learners to use their knowledge efficiently to solve problem in their daily lives.

The rapid growth of Information and Communication Technologies (ICT) has challenged the traditional method of teaching and changed the educational landscape globally. The teaching method is now divided into two different ways of thinking on education, one is traditional and other one is ICT Method.

Most of the teachers and experts have explored new methods of teaching and believe that modern methods or the ICT method is better than the traditional method of teaching.

When we talk about teaching methods then our society divides into three groups; one group favors the traditional teaching methods, second group favors modern teaching methods and third group is the one who supports the combination of both for effective teaching.

In this article I will explain that what are the pros and cons of each teaching support system and how we can integrate both traditional and modern teaching methods for effective teaching.

What is Teaching Support System

Traditional teaching methods and support system

Traditional education, also known as back-to- basics, conventional education or customary education, refers to long-established customs that society traditionally used in schools.

- The back-to-basics traditional education method, also known as 'chalk & talk method'
- This old fashioned way of teaching was all about the recitation and memorization techniques.
- The traditional role of teaching focuses on the teacher as organizers of learning activity,

providers of information and experts of knowledge.

- The teacher carries too much of responsibility for teaching in the classroom to make sure everything they are teaching is understood by the students.
- Teacher is also responsible to control class where the teacher teaches using blackboard, explains concepts, asks students to copy and makes sure that students are paying attention
- This technique of teaching is a one-way flow of information in which the teacher often continuously talks for an hour or more expecting that when he asks a question, the students will able to reproduce the same thing that he was talking about.
- Every important thing regarding the topic is written on the blackboard and students make important notes from the blackboard. After the lecture is over students revise their notes and try to memories the notes.
- Instruction based on textbooks, lectures and individual written assignments
- The main objective of traditional teaching is to pass the examination.

Merits and demerits of traditional teaching methods-

- Traditional methods of teaching that are still being adhered to in the schools, It has more interaction between the teacher and student.
- Traditional teaching systems helps to build the discipline in the class room
- Lack of collaboration and group learning
- More emphasis on examinations and results rather than understanding of concepts

Tools used in Traditional Teaching Support System-

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Choice Based Credit System in Higher education | New Topic

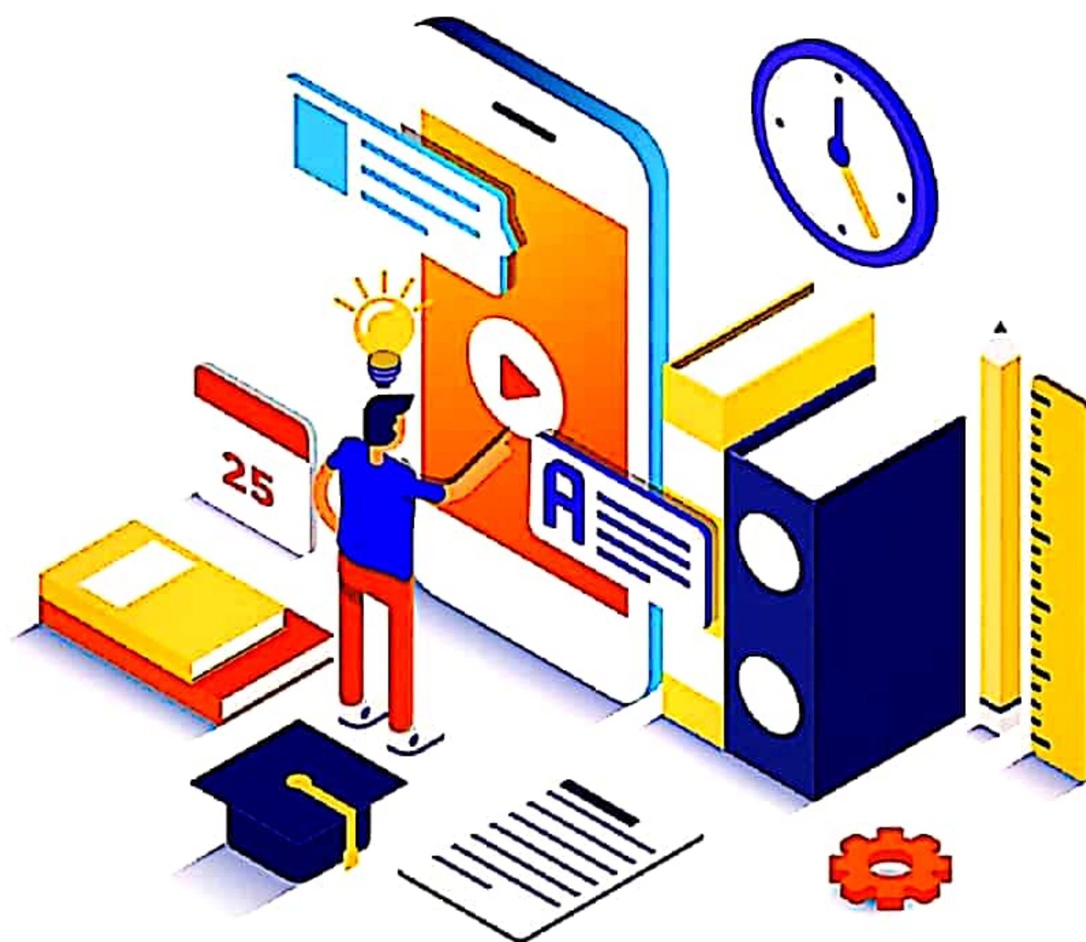
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- Blackboard
- Textbooks
- Charts
- Images & posters
- Maps & atlas, globes
- Flash cards, flip cards
- Science lab apparatus, models
- Workbook
- Drawing books
- Dictionary, encyclopedias
- Vedic math tools
- Puzzle books, general knowledge books

Modern and ICT Based teaching methods-

Gone are the days of blackboard and chalk ...it all replaced by LCD Projectors & interactive whiteboards in the classroom. When we talk about the modern or ICT based education system its include full fledged usages of high tech equipment in the educational institutions.

Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance, and optimize the delivery of information.



ONLINE EDUCATION

ICT Based Teaching methods

The Mobile learning (m -learning) as a form of e -learning is a rising trend where the education has outgrown the physical constraints of the classrooms and acquired mobility. Students access information whenever and wherever they want, and institutions that provides such advanced technological terrains is rising in number day by day.

Source – https://stories.linways.in/ict-enabled-education-d190bcc91bf0

- Use of computers or laptops & Technology-driven classrooms
- Smart interactive boards with help of PowerPoint presentation and interactive videos
- Use of microphones for delivering the lecture in the classroom
- Emphasis on understanding of concepts, Activity-based learning and learning labs

Digitization in teaching, learning assessment and feedback improves learning process and it also helps Integrative and social responsibility and civic engagement.

Collaborative learning and Problem-based learning is key aspect of Modern Teaching Methods.

Below are few key teaching techniques based on Modern and ICT Based teaching methods.

1. Flipped Classroom – Its allow students to go beyond their normal boundaries and explore the lesson before teacher describe them in class-room.
2. Design Thinking & Creative ideas – This involves real life case to increase the curiosity, analytical skills and creativity.
3. Mind Maps – Use of self-learning tools
4. Gamification – Learn through the play using quizzes and hunt ideas
5. Free online Learning Tools
6. ICT Based Teaching Methods – Virtual Reality , Virtual Labs , Open educational Resources
7. Learning Management system (LMS) & Massive Open Online Courses (MOOCs)

Merits and demerits of modern and ICT based teaching methods-

- Interactivity and collaborative learning process with more interest among the students with the help of interesting group activity
- Lots of audio visual recording and online contents helps the students to understand the subject better and also helps students to memories the concept for longer time
- Modern teaching methods teacher can cover more syllabus in lesser time
- Modern teaching methods can adversely affect the eyes of the students.
- Less integration with teachers

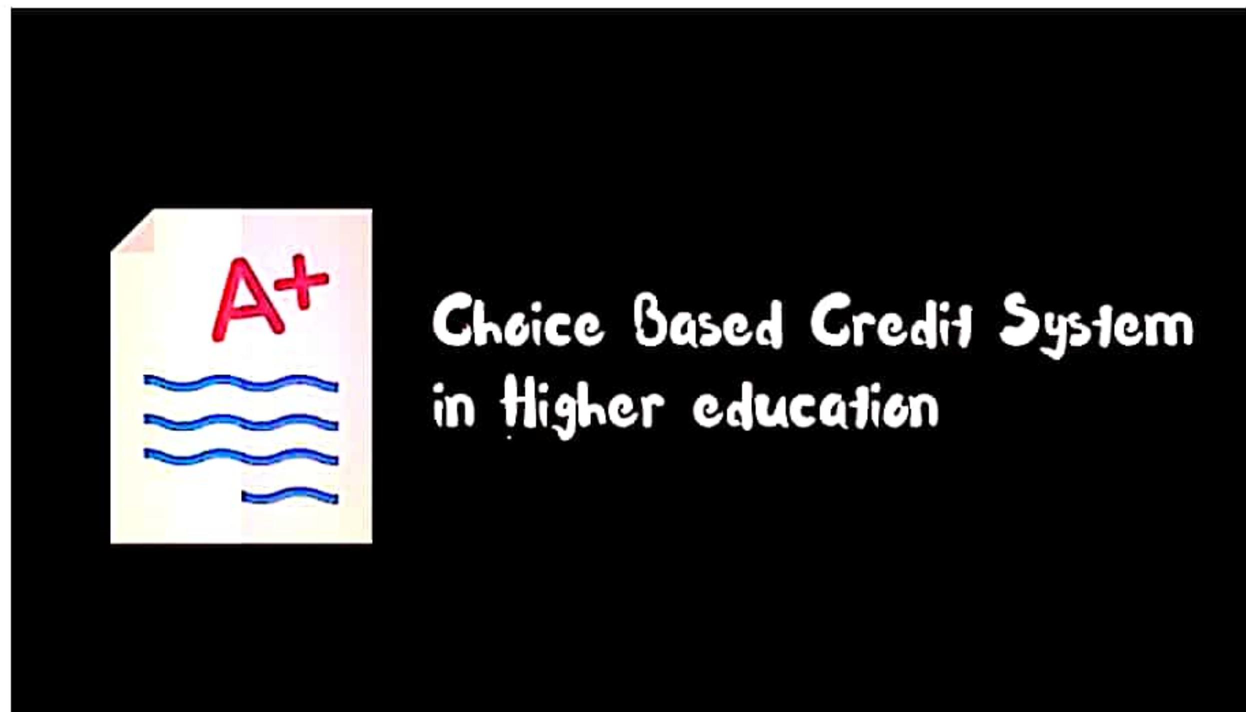
Tools used in Modern & ICT based Support system

- ICT Based Devices – Laptop / Pad / Electronic notebooks, E-reader etc.
- Educational games/ Online Puzzles and quiz's
- Audio Visual Teaching aids
- Flash educational games
- CD/DVD, Projectors
- Interactive white boards
- Various electronic devices to support Games, VR , and LMS

Choice Based Credit System in Higher education | New Topic

ugcnetpaper1.com/choice-based-credit-system/

November 4, 2019



Choice Based Credit System in Higher education

In Indian educational system, evaluation plays a vital role between teaching and learning process. It completes several system of education like the quality control in the education system, in selection or entrance for higher grades.

In the words of Kothari Commission," *Evaluation is a continuous process, forms an integral part of the total system of education and is intimately related to educational objectives. It exercises a great influence of the pupil's study habits and the teacher's methods of instruction and thus helps not only to measure educational achievement but also to improve it. The techniques of evaluation are means of collection evidence about the student's development in desirable directions.*"

The Ministry of Human Resource and Development of India are in the process for New Educational Policies to develop and reform the educational system of our country. Several steps are being taken to improve the excellence, efficiency for the Higher Education System like change in the curriculum, change in the education system, etc.

In most institutes for higher education, Semester system or percentage based evaluation system are being followed.

There's a lot of buzz in introducing the ***Choice Based Credit System (CBCS)*** in higher education for evaluation purpose.

Now, what is Choice Based Credit System?

As already mentioned above, most of the educational institutions follow marks or percentage based evaluation systems which restrict the students to take up the subject or the course of their choice. Our educational system should be flexible that is, the student must get a choice to study his/her course/subject of interest. It can only be possible if the Choice Based Credit System (CBCS) are being introduced.

The CBCS opens up many opportunities and path for the students to learn and explore not only the subject of their choice but beyond which also develops ones individual self. These courses can further be evaluated through grading system, which is considered to be better than the age old marking system. It is better if we introduce and follow the uniform grading system across India which will further help the students to move across institutions within India and across countries.

Not only it will help the students but also the potential employers to assess the performance of the candidates uniformly through evaluation system and Cumulative Grade Point Average (CGPA) based on the student's performance in the examination. One can also check the link below and make out how UGC has made the guidelines which have to be followed.

Source UGC Guideline

We must be familiar with the structure and implementation of Choice Based Credit System (CBCS). They are as follows:

- The approach should be student centric. That is, the CBCS system will permit the students to choose their choice of courses like inter or intra disciplinary courses, skill based courses, etc. It gives relaxation to students to take up the course even they are from different disciplines like a student can combine Physics with Economics likewise.
- The student has the freedom to complete their course from different institutions at different period of time. It can also transfer the points or the credit which the student gets from one institute to other. Hence, if the CBCS system gets implemented it will be good for a student as it provides flexibility and also meet their requirement.
- The students get the privilege to choose the subjects of their choice. They are being classified as different groups which allow the students to choose their choice of subjects from each group. UGC has categorized as mentioned below:
- **Core Course** – In core course, the student have to compulsory study the core or the main subject to fulfill the requirement of the programme of that particular discipline which he/she is studying. Core courses will be there in every semester.

- **Elective Course** – In elective course, the student can choose any paper of his/her choice. It could be :
  - Discipline Specific Elective Course like it will support the discipline of study with the main subject.
  - It could provide an extended scope for the student to study further.
  - It also gives the student the exposure to some other areas.
  - It also nurtures the student's proficiency/skill on any particular subject.
- Generic Elective
- Project
- Ability Enhancement Courses
- Skill Enhancement Course
- **Foundation Course** – there are two types of Foundation courses – Compulsory Foundation and Elective Foundation.
  - Compulsory Foundation course are content based which leads a student for their knowledge improvement. They are compulsory for all disciplines.
  - Elective Foundation course are based upon values which aims at man-making education.

Though UGC has given guidelines to get a degree for BA/B.Com Honours, B.Sc Honours, BA/B.Com and B.Sc the candidate must have minimum required qualification.

- Semester system is followed on Choice Based Credit System (CBCS System). Two semesters are conducted in a year were a student's performance gets evaluated and grading are done subject wise.
- Various methods are followed for evaluation basis on the suitability of the course which is approved by various legislative bodies.
- UGC recommends **Letter Grades and Grade Point Systems** to be applied in giving the grades under the CBCS System.
- **Letter Grades** – It is based upon the allocation of marks which a student gets from his/her course and grades are given basis upon their marks or percentage.
- **Grade Point Systems** – Here the marks are converted into grades based upon the fixed period.

Grade and Grade Points

Basis upon these the colleges or universities can use any of the methods. UGC recommends 10- point grading system with the following letter grades:

Grade and Grade Points

Letter Grade	Letter Grade
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

- When there are large number of students CBCS system has to be implemented with online system to meet the requirements effectively. It will help the students to choose the subjects and teachers of their choice. But, there should also be restriction that if a student fits into the eligibility criteria of the institution then only they can choose the subjects of their choice.
- Through online system, the teachers would also be able to share their notes, discuss the subjects with their students, take tests, etc.
- The online system should be user friendly and easy for the teachers. It should also be able to print the mark sheets as per the institutions requirements.
- After the selection of the subjects by the students a time table could be generated which would help the students and the teachers to be aware of their class and subjects.
- The online system also helps the teachers in taking attendance of their subjects for each student. It will decrease the work load in maintaining the register and would be easy to calculate the percentage for each student.
- The system should be able to generate report as and when required. It should be programmed as per the institutions requirements like report for student's performance, subject wise report, attendance report, etc.
- The system should be able to store past records and data so that it could be easily accessible as and when required. It would also help the institution to evaluate and improve the effectiveness of its system in future.

Computation of SGPA and CGPA

UGC recommends Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). We can calculate the SGPA in the following manner:

It is the ratio of the sum of the product of the number of credits with the grade points which a student scored and the sum of the number of credits of all the courses which a student has undergone, ie

SGPA (Si) = (Ci x Gi) / Ci

The CGPA is calculated taking into consideration of all the courses a student undergoes of all the semesters of the programme, ie

CGPA (Ci) = (Ci x Si) / Ci

Abbreviations:

- ***Si-SGPA of the semester***
- ***Ci-Total number of credits in that semester***
- ***Gi-Grade point scored by the student in the course***
- **The SGPA and CGPA shall be rounded off to 2 decimal points which come out the result of the student.**

Find below is the illustrative Computation of SGPA and CGPA

Illustration of SGPA

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit x Grade)
Course 1	3	A	8	3 x 8 = 24
Course 2	4	B+	7	4 x 7 = 28
Course 3	3	B	6	3 x 6 = 18
Course 4	3	O	10	3 x 10 = 30
Course 5	3	C	5	3 x 5 = 15
Course 6	4	B	4	4 x 4 = 16
	20			130

Thus, SGPA = 130/20 = 6.5

Illustration of CGPA

Semester1	Semester2	Semester3	Semester4	Semester5	Semester6
Credit:20	Credit:22	Credit:25	Credit:26	Credit:26	Credit:25
SGPA:6.9	SGPA: 7.8	SGPA:5.6	SGPA:6.0	SGPA:6.3	SGPA:8.0

Thus CGPA = 20×6.9 + 22×7.8 + 25×5.6 + 26×6.0 + 26×6.3 + 25×8.0/144=6.73

Source : UGC

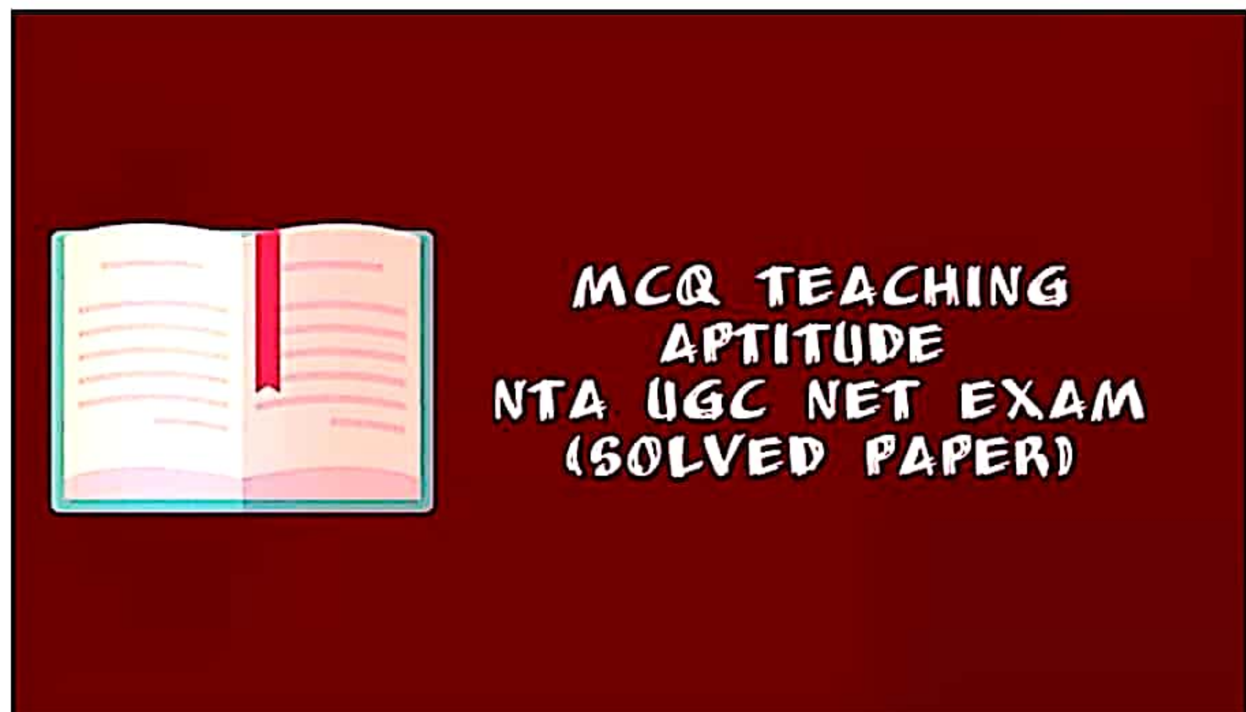
Transcript (Format) – Based on the above example on Letter Grades, Letter Points, SGPA, CGPA, students results are consolidated for each semester and a consolidated report are made indicating the performance of the student in all semesters.

Thus, we can say UGC and NBA have done a commendable job to make the Indian Education System as par with its global peer. We are sure, gradually with more effective measures our Indian Education System will also change.

MCQ Teaching Aptitude Solved Paper | Updated

ugcnetpaper1.com/mcq-teaching-aptitude-solved-paper/

March 3, 2019



MCQ Teaching Aptitude for UGC NET EXAM

(MCQ Based on Solved Paper UGC NET EXAM 2006-2018)

Unit-I Teaching Aptitude Latest Syllabus

Updated as per latest UGC NET Syllabus.

Question Based on UGC NET Exam July 2018

1. Which of the following set of statements best describes the nature and objectives of teaching ?

Indicate your answer by selecting from the code.

(a) Teaching and learning are integrally related.

(b) There is no difference between teaching and training.

(c) Concern of all teaching is to ensure some kind of transformation in students.

(d) All good teaching is formal in nature.

(e) A teacher is a senior person.

(f) Teaching is a social act whereas learning is a personal act.

Code :

(1) (a), (b) and (d)

(2) (b), (c) and (e)

(3) (a), (c) and (f)

(4) (d), (e) and (f)

Answer: (3)

2. Which of the following learner characteristics is highly related to effectiveness of teaching ?

(1) Prior experience of the learner

(2) Educational status of the parents of the learner

(3) Peer groups of the learner

(4) Family size from which the learner comes.

Answer: (1)

3. In the two sets given below Set – I indicates methods of teaching while Set – II provides the
basic requirements for success/effectiveness. Match the two sets and indicate your answer
by choosing from the code :

Set – I Set – II

(Method of teaching) (Basic requirements for success/effectiveness)

(a) Lecturing (i) Small step presentation with feedback provided

(b) Discussion in groups (ii) Production of large number of ideas

(c) Brainstorming (iii) Content delivery in a lucid language

(d) Programmed Instructional (iv) Use of teaching-aids
procedure

(v) Theme based interaction among participants

Code :

(a) (b) (c) (d)

(1) (i) (ii) (iii) (iv)

(2) (ii) (iii) (iv) (v)

(3) (iii) (v) (ii) (i)

(4) (iv) (ii) (i) (iii)

Answer: (3)

4. From the list of evaluation procedures given below identify those which will be called 'formative
evaluation'. Indicate your answer by choosing from the code :

(a) A teacher awards grades to students after having transacted the course work.

(b) During interaction with students in the classroom, the teacher provides corrective feedback.

(c) The teacher gives marks to students on a unit test.

(d) The teacher clarifies the doubts of students in the class itself.

(e) The overall performance of a students is reported to parents at every three months interval.

(f) The learner's motivation is raised by the teacher through a question-answer session.

Code :

(1) (a), (b) and (c)

(2) (b), (c) and (d)
(3) (a), (c) and (e)
(4) (b), (d) and (f)

Answer: (4)

5. Assertion (A) : All teaching should aim at ensuring learning.
Reason (R) : All learning results from teaching.
Choose the correct answer from the following code :
(1) Both (A) and (R) are true, and (R) is the correct explanation of (A).
(2) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
(3) (A) is true, but (R) is false.
(4) (A) is false, but (R) is true.

Answer: (3)

Question Based on UGC NT Exam December 2017
Which of the following set of statements best represents the nature and objective of teaching
and learning ?
(a) Teaching is like selling and learning is like buying.
(b) Teaching is a social act while learning is a personal act.
(c) Teaching implies learning whereas learning does not imply teaching.
(d) Teaching is a kind of delivery of knowledge while learning is like receiving it.
(e) Teaching is an interaction and is triadic in nature whereas learning is an active engagement in a subject domain.
Code :
(1) (a), (d) and (e)
(2) (b), (c) and (e)
(3) (a), (b) and (c)
(4) (a), (b) and (d)

Answer: (1)

2. From the list given below identify the learner characteristics which would facilitate teachinglearning
system to become effective. Choose the correct code to indicate your answer.
(a) Prior experience of learner (b) Learner's family lineage
(c) Aptitude of the learner (d) Learner's stage of development
(e) Learner's food habits and hobbies (f) Learner's religious affiliation
Code :
(1) (a), (c) and (d)
(2) (d), (e) and (f)
(3) (a), (d) and (e)
(4) (b), (c) and (f)

Answer: (1)

3. Assertion (A) : All teaching implies learning.
Reason (R) : Learning to be useful must be derived from teaching.
Choose the correct answer from the following :
(1) Both (A) and (R) are true and (R) is the correct explanation of (A).
(2) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(3) (A) is true, but (R) is false.
(4) (A) is false, but (R) is true.

Answer: (1)

4. On the basis of summative tests, a teacher is interpreting his/her students, performance in
terms of their wellness life style evident in behaviour. This will be called :
(1) Formative testing
(2) Continuous and comprehensive evaluation
(3) Norm – referenced testing
(4) Criterion – referenced testing

Answer: (4)

5. Which one of the following is a key behaviour in effective teaching ?
(1) Using student ideas and contribution
(2) Structuring
(3) Instructional variety
(4) Questioning

Answer: (3)

Question Based on UGC NT Exam January 2017
Which of the following set of statements represents acceptable propositions in respect of
teaching-learning relationships ? Choose the correct code to indicate your answer.
(i) When students fail in a test, it is the teacher who fails.
(ii) Every teaching must aim at ensuring learning.
(iii) There can be teaching without learning taking place.
(iv) There can be no learning without teaching.
(v) A teacher teaches but learns also.
(vi) Real learning implies rote learning.
Codes :
(1) (ii), (iii), (iv) and (v)
(2) (i), (ii), (iii) and (v)
(3) (iii), (iv), (v) and (vi)
(4) (i), (ii), (v) and (vi)

Answer: (2)

Assertion (A) : Learning is a life long process.
Reason (R) : Learning to be useful must be linked with life processes.
Choose the correct answer from the following code :
(1) Both (A) and (R) are true and (R) is the correct explanation of (A).
(2) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
(3) (A) is true, but (R) is false.
(4) (A) is false, but (R) is true.

Answer: (2)

Effectiveness of teaching has to be judged in terms of
(1) Course coverage
(2) Students' interest
(3) Learning outcomes of students
(4) Use of teaching aids in the classroom

Answer: (3)

In which teaching method learner's participation is made optimal and proactive ?
(1) Discussion method
(2) Buzz session method
(3) Brainstorming session method
(4) Project method

Answer: (1)

One of the most powerful factors affecting teaching effectiveness is related to the
(1) Social system of the country
(2) Economic status of the society
(3) Prevailing political system
(4) Educational system

Answer: (4)

Assertion (A) : Formative evaluation tends to accelerate the pace of learning.
Reason (R) : As against summative evaluation, formative evaluation is highly reliable.
Choose the correct answer from the following code :
(1) Both (A) and (R) are true and (R) is the correct explanation of (A).
(2) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
(3) (A) is true, but (R) is false.
(4) (A) is false, but (R) is true.

Answer: (3)

Question Based on UGC NT Exam September 2016
1. The best way for providing value education is through

(A) discussions on scriptural texts
(B) lecture/discourses on values
(C) seminars/symposia on values
(D) mentoring/reflective sessions on values

Answer: (B)

2. Which set of learner characteristics may be considered helpful in designing effective teaching-learning systems? Select the correct alternative from the codes given below:
(i) Prior experience of learners in respect of the subject.
(ii) Interpersonal relationships of learner's family friends.
(iii) Ability of the learners in respect of the subject.
(iv) Student's language background.
(v) Interest of students in following the prescribed dress code.
(vi) Motivational-orientation of the students.

Codes:
(A) (i), (ii), (iii) and (iv)
(B) (i), (iii), (iv) and (vi)
(C) (ii), (iii), (iv) and (v)
(D) (iii), (iv), (v) and (vi)

Answer: (B)

3. A college level assistant professor has planned his/her lectures with an intent to develop cognitive dimensions of students centered on skills of analysis and synthesis. Below, given are two sets of items Set – I consisting of levels of cognitive interchange and Set – II comprising basic requirements for promoting them. Match the two sets and indicate your answer by choosing the correct alternative from the code:
Set – I Set – II
(Levels of Cognitive (Basic requirements for promoting
Interchange) cognitive interchange)
a. Memory level i. Giving opportunity for discriminating examples
and non-examples of a point.
b. Understanding level ii. Recording the important points made
during the presentations.
c. Reflective level iii. Asking the students to discuss various
items of information.
iv. Critically analyzing the points to be
made and discussed.

Codes:
a b c
(A) ii iv i

(B) iii iv ii
(C) ii i iv
(D) i ii iii

Answer: (C)

4. Match the items of the first set with that of the second set in respect of evaluation system. Choose the correct code:
Set – I Set – II
a. Formative evaluation i. Evaluating cognitive and co-cognitive aspects with regularity
b. Summative evaluation ii. Tests and their interpretations based on a group and certain yardsticks
c. Continuous and comprehensive iii. Grading the final learning outcomes evaluation
d. Norm and criterion referenced iv. Quizzes and discussions tests

Codes:
a b c d
(A) iv iii i ii
(B) i ii iii iv
(C) iii iv ii i
(D) i iii iv ii

Answer: (A)

5. Select the alternative which consists of positive factors contributing to effectiveness of teaching:

List of factors:
(a) Teacher's knowledge of the subject.
(b) Teacher's socio-economic background.
(c) Communication skill of the teacher.
(d) Teacher's ability to please the students.
(e) Teacher's personal contact with students.
(f) Teacher's competence in managing and monitoring the classroom transactions.

Codes:
(A) (b), (c) and (d)
(B) (c), (d) and (f)
(C) (b), (d) and (e)
(D) (a), (c) and (f)

Answer: (D)

6. The use of teaching aids is justified on the grounds of

(A) Attracting student's attention in the class room.
(B) Minimizing indiscipline problems in the classroom.
(C) Optimizing learning outcomes of students.
(D) Effective engagement of students in learning tasks.

Answer: (D)

7. Assertion (A): The purpose of higher education is to promote critical and creative thinking abilities among students.
Reason (R): These abilities ensure job placements.
Choose the correct answer from the following code:
(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(C) (A) is true and (R) is false.
(D) (A) is false and (R) is true.

Answer: (C)

8. As a teacher, select the best option to ensure your effective presence in the classroom.
(A) Use of peer command
(B) Making aggressive statements
(C) Adoption of well-established posture
(D) Being authoritarian

Answer: (C)

9. Imagine you are working in an educational institution where people are of equal status. Which method of communication is best suited and normally employed in such a context?
(A) Horizontal communication
(B) Vertical communication
(C) Corporate communication
(D) Cross communication

Answer: (A)

10. Identify the important element a teacher has to take cognizance of while addressing students in a classroom.
(A) Avoidance of proximity
(B) Voice modulation
(C) Repetitive pause
(D) Fixed posture

Answer: (B)

Question Based on UGC NT Exam December 2015
1. Greater the handicap of the students coming to the educational institutions, greater

the demand on the:
(A) Family
(B) Society
(C) Teacher
(D) State

Answer: (C)

2. What are the characteristics of Continuous and Comprehensive Evaluation?
(a) It increases the workload on students by taking multiple tests.
(b) It replaces marks with grades.
(c) It evaluates every aspect of the student.
(d) It helps in reducing examination phobia.

Select the correct answer from the codes given below:
(A) (a), (b), (c) and (d)
(B) (b) and (d)
(C) (a), (b) and (c)
(D) (b), (c) and (d)

Answer: (D)

3. Which of the following attributes denote great strengths of a teacher?
(a) Full-time active involvement in the institutional management
(b) Setting examples
(c) Willingness to put assumptions to the test
(d) Acknowledging mistakes

Select the correct answer from the codes given below:
(A) (a), (b) and (d)
(B) (b), (c) and (d)
(C) (a), (c) and (d)
(D) (a), (b), (c) and (d)

Answer: (B)

4. Which one of the following statements is correct in the context of multiple – choice type questions?
(A) They are more objective than true-false type questions.
(B) They are less objective than essay type questions.
(C) They are more subjective than short-answer type questions.
(D) They are more subjective than true-false type questions.

Answer: (A)

5. As Chairman of an independent commission on education, Jacques Delors report to UNESCO was titled

(A) International Commission on Education Report
(B) Millennium Development Report
(C) Learning : The Treasure Within
(D) World Declaration on Education for All

Answer: (C)

6. What are required for good teaching?
(a) Diagnosis
(b) Remedy
(c) Direction
(d) Feedback

Select the correct answer from the codes given below:
(A) (a), (b), (c) and (d)
(B) (a) and (b)
(C) (b), (c) and (d)
(D) (c) and (d)

Answer: (A)

7. The main objectives of student evaluation of teachers are:
(a) To gather information about student weaknesses.
(b) To make teachers take teaching seriously.
(c) To help teachers adopt innovative methods of teaching.
(d) To identify the areas of further improvement in teacher traits.
Identify the correct answer from the codes given below:
(A) (a) and (b) only
(B) (b), (c) and (d) only
(C) (a), (b) and (c) only
(D) (a) only

Answer: (B)

8. Using the central point of the classroom communication as the beginning of a dynamic pattern of ideas is referred to as:
(A) Systemisation
(B) Problem – orientation
(C) Idea protocol
(D) Mind mapping

Answer: (D)

9. Attitudes, actions and appearances in the context of classroom communication are considered as:
(A) Verbal

(B) Non-verbal
(C) Impersonal
(D) Irrational

Answer: (B)

10. Most often, the teacher – student communication is:
(A) Spurious
(B) Critical
(C) Utilitarian
(D) Confrontational

Answer: (C)

11. In a classroom, a communicator's trust level is determined by:
(A) the use of hyperbole
(B) the change of voice level
(C) the use of abstract concepts
(D) eye contact

Answer: (D)

Question Based on UGC NT Exam JUNE 2015
1. Which of the following is the highest level of cognitive ability
(A) Knowing
(B) Understanding
(C) Analysing
(D) Evaluating

Answer: (D)

2. Which of the following factors does not impact teaching
(A) Class room activities that encourage learning
(B) Socio-economic background of teachers and students
(C) Learning through experience
(D) Teacher's knowledge

Answer: (B)
3. Which of the following statements about teaching aids are correct
a) They help in retaining concepts for longer duration
b) They help students learn better
c) They make teaching learning process interesting
d) They enhance rote learning

(A) (a), (b), (c) and (d)
(B) (a), (b) and (c)
(C) (b), (c) and (d)

(D) (a), (b) and (d)

Answer: (B)

4. Techniques used by a teacher to teach include
a) Lecture
b) Interactive lecture
c) Group work
d) Self study

(A) (a), (b) and (c)
(B) (a), (b), (c) and (d)
(C) (b), (c) and (d)
(D) (a), (b) and (d)

Answer: (B)

5. Achievement tests are commonly used for the purpose of
(A) Making selections for a specific job
(B) Selecting candidates for a course
(C) Identifying strengths and weaknesses of learners
(D) Assessing the amount of learning after teaching

Answer: (D)

6. A good teacher is one who
(A) gives useful information
(B) explains concepts and principles
(C) gives printed notes to students
(D) inspires students to learn

Answer: (D)

Question Based on UGC NT Exam December 2014
1. Maximum participation of students during teaching is possible through
(A) Lecture method
(B) Demonstration method
(C) Inductive method
(D) Textbook method

Answer: (C)

2.Diagnostic evaluation ascertains
(A) Students performance at the beginning of instructions.
(B) Learning progress and failures during instructions.
(C) Degree of achievements of instructions at the end.
(D) Causes and remedies of persistent learning problems during instructions.

Answer: (D)

3. Instructional aides are used by the teacher to
(A) Glorify the class
(B) Attract the students
(C) Clarify the concepts
(D) Ensure discipline

Answer: (C)

4. Attitude of the teacher that affects teaching pertains to
(A) Affective domain
(B) Cognitive domain
(C) Connative domain
(D) Psychomotor domain

Answer: (A)

5. "Education is the manifestation of perfection already in man" was stated by
(A) M. K. Gandhi
(B) R. N. Tagore
(C) Swami Vivekanand
(D) Sri Aurobindo

Answer: (C)

6. Which of the following is not a prescribed level of teaching?
(A) Memory
(B) Understanding
(C) Reflective
(D) Differentiation

Answer: (D)

7. In the classroom, the teacher sends the message either as words or images. The students are really
(A) Encoders
(B) Decoders
(C) Agitators
(D) Propagators

Answer: (B)

8. A smart classroom is a teaching space which has
(i) Smart portion with a touch panel control system.
(ii) PC/Laptop connection and DVD/VCR player.
(iii) Document camera and specialized software

(iv) Projector and screen
Select the correct answer from the codes given below:
(A) (i) and (ii) only
(B) (ii) and (iv) only
(C) (i), (ii) and (iii) only
(D) (i), (ii), (iii) and (iv)

Answer: (D)

Question Based on UGC NT Exam JUNE 2014
1. Which one of the following is considered a sign of motivated teaching?
(A) Students asking questions
(B) Maximum attendance of the students
(C) Pin drop silence in the classroom
(D) Students taking notes

Answer: (A)

2. Which one of the following is the best method of teaching?
(A) Lecture
(B) Discussion
(C) Demonstration
(D) Narration

Answer: (C)

3. Dyslexia is associated with
(A) mental disorder
(B) behavioural disorder
(C) reading disorder
(D) writing disorder

Answer: (C)

4. The e-content generation for undergraduate courses has been assigned by the Ministry of Human Resource Development to
(A) INFLIBNET
(B) Consortium for Educational Communication
(C) National Knowledge Commission
(D) Indira Gandhi National Open University

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Answer: (B)

5. Classroom communication is normally considered as
(A) effective
(B) cognitive
(C) affective
(D) selective

Answer: (C)

6. Who among the following propounded the concept of paradigm?
(A) Peter Haggett
(B) Von Thunen
(C) Thomas Kuhn
(D) John K. Wright

Answer: (C)

Question Based on UGC NT Exam December 2013
1. While delivering lecture if there is some disturbance in the class, a teacher should
(A) keep quiet for a while and then continue.
(B) punish those causing disturbance
(C) motivate to teach those causing disturbance
(D) not bother of what is happening in the class

Answer: (C)

2. Effective teaching is a function of
(A) Teacher's satisfaction.
(B) Teacher's honesty and commitment
(C) Teacher's making students learn and understand
(D) Teacher's liking for professional excellence.

Answer: (C)

3. The most appropriate meaning of learning is
(A) Acquisition of skills
(B) Modification of behaviour
(C) Personal adjustment
(D) Inculcation of knowledge

Answer: (B)

4. Arrange the following teaching process in order:
(i) Relate the Present knowledge with Previous one
(ii) Evaluation
(iii) Reteaching

(iv) Formulating instructional objectives
(v) Presentation of instructional materials
(A) (i), (ii), (iii), (iv), (v)
(B) (ii), (i), (iii), (iv), (v)
(C) (v), (iv), (iii), (i), (ii)
(D) (iv), (i), (v), (ii), (iii)

Answer: (D)

5. CIET stands for
(A) Centre for Integrated Education and Technology
(B) Central Institute for Engineering and Technology
(C) Central Institute for Education Technology
(D) Centre for Integrated Evaluation Techniques.

Answer: (C)

6. Teacher's role at higher education
(A) provide information to students.
(B) promote self learning in students.
(C) encourage healthy competition among students.
(D) help students to solve their problems.

Answer: (B)

7. The Verstehen School of Understanding was popularised by
(A) German Social scientists
(B) American philosophers
(C) British Academicians
(D) Italian political Analysts

Answer: (A)

Question Based on UGC NT Exam SEP 2013(Re-Exam)
1. A good teacher must be
(A) resourceful and autocratic
(B) resourceful and participative
(C) resourceful and authoritative
(D) resourceful and dominant

Answer: (B)

2. Which one of the following is the best method of teaching ?
(A) Lecture method
(B) Discussion method
(C) Demonstration method
(D) Question-Answer method

Answer: (C)

3. Successful Communication in classroom teaching is
(A) Circular
(B) Reciprocal
(C) Directional
(D) Influential

Answer: (B)

4. Which one of the following types of evaluation assesses the learning progress to provide continuous feedback to both teachers and students during instruction ?
(A) Placement evaluation
(B) Formative evaluation
(C) Diagnostic evaluation
(D) Summative

Answer: (B)

5. Which one of the following is a scaled down teaching situation?
(A) Macro teaching
(B) Team teaching
(C) Cooperative teaching
(D) Micro teaching

Answer: (D)

6. CLASS stands for
(A) Complete Literacy and Studies in Schools
(B) Computer Literates and Students in Schools
(C) Computer Literacy and Studies in Schools
(D) Centre for Literacy and Studies in Schools

Answer: (C)

Question Based on UGC NT Exam JUNE 2013
1. The black-board can be utilized best by a teacher for
(A) Putting the matter of teaching in black and white
(B) Making the students attentive
(C) Writing the important and notable points
(D) Highlighting the teacher himself.

Answer: (C)

2. Nowadays the most effective mode of learning is
(A) Self study
(B) Face-to-face learning

(C) e-learning
(D) Blended learning

Answer: (C)

3. At the primary school stage, most of the teachers should be women because they
(A) can teach children better than men.
(B) know basic content better than men.
(C) are available on lower salaries.
(D) can deal with children with love and affection.

Answer: (D)

4. Which one is the highest order of learning?
(A) Chain learning
(B) Problem-solving learning
(C) Stimulus-response learning
(D) Conditioned-reflex learning

Answer: (D)

5. A person can enjoy teaching as a profession when he
(A) has control over students.
(B) commands respect from students.
(C) is more qualified than his colleagues.
(D) is very close to higher authorities.

Answer: (B)

6. "A diagram speaks more than 1000 words." The statement means that the teacher should
(A) use diagrams in teaching.
(B) speak more and more in the class.
(C) use teaching aids in the class.
(D) not speak too much in the class.

Answer: (C)

Question Based on UGC NT Exam December 2012
1. For an efficient and durable learning, learner should have
(A) ability to learn only
(B) requisite level of motivation only
(C) opportunities to learn only
(D) desired level of ability and motivation

Answer: (D)

2. Classroom communication must be

(A) Teacher centric
(B) Student centric
(C) General centric
(D) Textbook centric

Answer: (B)

3. The best method of teaching is to
(A) impart information
(B) ask students to read books
(C) suggest good reference material
(D) initiate a discussion and participate in it

Answer: (D)

4. Interaction inside the classroom should generate
(A) Argument
(B) Information
(C) Ideas
(D) Controversy

Answer: (C)

5. "Spare the rod and spoil the child", gives the message that
(A) punishment in the class should be banned.
(B) corporal punishment is not acceptable.
(C) undesirable behaviour must be punished.
(D) children should be beaten with rods.

Answer: (C)

6. The type of communication that the teacher has in the classroom, is termed as
(A) Interpersonal
(B) Mass communication
(C) Group communication
(D) Face-to-face communication

Question Based on UGC NT Exam June 2012
1. If you get an opportunity to teach a visually challenged student along with normal students, what type of treatment would you like to give him in the class ?
(A) Not giving extra attention because majority may suffer.
(B) Take care of him sympathetically in the class- room.
(C) You will think that blindness is his destiny and hence you cannot do anything.
(D) Arrange a seat in the front row and try to teach at a pace convenient to him.

Answer: (D)

2. Which of the following is not a characteristic of a good achievement test ?
(A) Reliability
(B) Objectivity
(C) Ambiguity
(D) Validity

Answer: (C)

3. Which of the following does not belong to a projected aid ?
(A) Overhead projector
(B) Blackboard
(C) Epidiascope
(D) Slide projector

Answer: (B)

4. For a teacher, which of the following methods would be correct for writing on the blackboard ?
(A) Writing fast and as clearly as possible.
(B) Writing the matter first and then asking students to read it.
(C) Asking a question to students and then writing the answer as stated by them.
(D) Writing the important points as clearly as possible.

Answer: (D)

5. A teacher can be successful if he/she
(A) helps students in becoming better citizens
(B) imparts subject knowledge to students
(C) prepares students to pass the examination
(D) presents the subject matter in a well organized manner

Answer: (C)

6. Dynamic approach to teaching means
(A) Teaching should be forceful and effective
(B) Teachers should be energetic and dynamic
(C) The topics of teaching should not be static, but dynamic
(D) The students should be required to learn through activities

Answer: (C)

Question Based on UGC NT Exam December 2011
1. By which of the following methods the true evaluation of the students is possible?
(A) Evaluation at the end of the course.
(B) Evaluation twice in a year.
(C) Continuous evaluation.
(D) Formative evaluation.

Answer: (C)

2. Suppose a student wants to share his problems with his teacher and he visits the teacher's house for the purpose, the teacher should
(A) contact the student's parents and solve his problem.
(B) suggest him that he should never visit his house.
(C) suggest him to meet the principal and solve the problem.
(D) extend reasonable help and boost his morale.

Answer: (D)

3. When some students are deliberately attempting to disturb the discipline of the class by making mischief, what will be your role as a teacher?
(A) Expelling those students.
(B) Isolate those students.
(C) Reform the group with your authority.
(D) Giving them an opportunity for introspection and improve their behaviour.

Answer: (D)

4. Which of the following belongs to a projected aid?
(A) Blackboard
(B) Diorama
(C) Epidiascope
(D) Globe

Answer: (C)

5. A teacher is said to be fluent in asking questions, if he can ask
(A) meaningful questions
(B) as many questions as possible
(C) maximum number of questions in a fixed time
(D) many meaningful questions in a fixed time

Answer: (A)

6. Which of the following qualities is most essential for a teacher?
(A) He should be a learned person.
(B) He should be a well dressed person.
(C) He should have patience.
(D) He should be an expert in his subject.

Answer: (C)

Question Based on UGC NT Exam June 2011
1. For maintaining an effective discipline in the class, the teacher should
(A) Allow students to do what they like.

(B) Deal with the students strictly.
(C) Give the students some problem to solve.
(D) Deal with them politely and firmly.

Answer: (D)

2. An effective teaching aid is one which
(A) is colourful and good looking
(B) activates all faculties
(C) is visible to all students
(D) easy to prepare and use

Answer: (B)

3. Those teachers are popular among students who
(A) develop intimacy with them
(B) help them solve their problems
(C) award good grades
(D) take classes on extra tuition fee

Answer: (B)

4. The essence of an effective classroom environment is
(A) a variety of teaching aids
(B) lively student-teacher interaction
(C) pin-drop silence
(D) strict discipline

Answer: (B)

5. On the first day of his class, if a teacher is asked by the students to introduce himself, he should
(A) ask them to meet after the class
(B) tell them about himself in brief
(C) ignore the demand and start teaching
(D) scold the student for this unwanted demand

Answer: (B)

7. Moral values can be effectively inculcated among the students when the teacher
(A) frequently talks about values
(B) himself practices them
(C) tells stories of great persons
(D) talks of Gods and Goddesses

Answer: (B)

Question Based on UGC NT Exam December 2010

1. Some students in a class exhibit great curiosity for learning. It may be because such children
(A) Are gifted
(B) Come from rich families
(C) Show artificial behaviour
(D) Create indiscipline in the class

Answer: (A)

2. The most important quality of a good teacher is
(A) Sound knowledge of subject matter
(B) Good communication skills
(C) Concern for students' welfare
(D) Effective leadership qualities

Answer: (A)

3. Which one of the following is appropriate in respect of teacher student relationship?
(A) Very informal and intimate
(B) Limited to classroom only
(C) Cordial and respectful
(D) Indifferent

Answer: (C)

4. The academic performance of students can be improved if parents are encouraged to
(A) supervise the work of their wards
(B) arrange for extra tuition
(C) remain unconcerned about it
(D) interact with teachers frequently

Answer: (A)

5. In a lively classroom situation, there is likely to be
(A) occasional roars of laughter
(B) complete silence
(C) frequent teacher-student dialogue
(D) loud discussion among students

Answer: (C)

6. If a parent approaches the teacher to do some favour to his/her ward in the examination, the teacher should
(A) try to help him
(B) ask him not to talk in those terms
(C) refuse politely and firmly
(D) ask him rudely to go away

Answer: (C)

Question Based on UGC NT Exam June 2010

1. Which one of the following is the most important quality of a good teacher ?
(A) Punctuality and sincerity
(B) Content mastery
(C) Content mastery and reactive
(D) Content mastery and sociable

Answer: (C)

2. The primary responsibility for the teacher's adjustment lies with
(A) The children
(B) The principal
(C) The teacher himself
(D) The community

Answer: (B)

3. As per the NCTE norms, what should be the staff strength for a unit of 100 students at B.Ed. level?
(A) 1 + 7
(B) 1 + 9
(C) 1 + 10
(D) 1 + 5

Answer: (C)

4. Research has shown that the most frequent symptom of nervous instability among teachers is
(A) Digestive upsets
(B) Explosive behaviour
(C) Fatigue
(D) Worry

Answer: (B)

5. Which one of the following statements is correct?
(A) Syllabus is an annexure to the curriculum.
(B) Curriculum is the same in all educational institutions.
(C) Curriculum includes both formal, and informal education.
(D) Curriculum does not include methods of evaluation.

Answer: (C)

6. A successful teacher is one who is
(A) Compassionate and disciplinarian

(B) Quite and reactive
(C) Tolerant and dominating
(D) Passive and active

Answer: (A)

Question Based on UGC NT Exam December 2009
1. The University which telecasts interaction educational programmes through its own channel is
(A) Osmania University
(B) University of Pune
(C) Annamalai University
(D) Indira Gandhi National Open University (IGNOU)

Answer: (D)

2. Which of the following skills are needed for present day teacher to adjust effectively with the classroom teaching?
1. Knowledge of technology
2. Use of technology in teaching learning
3. Knowledge of students' needs
4. Content mastery
(A) 1 & 3
(B) 2 & 3
(C) 2, 3 & 4
(D) 2 & 4

Answer: (C)

3. Who has signed an MOU for Accreditation of Teacher Education Institutions in India?
(A) NAAC and UGC
(B) NCTE and NAAC
(C) UGC and NCTE
(D) NCTE and IGNOU

Answer: (B)

4. The primary duty of the teacher is to
(A) raise the intellectual standard of the students
(B) improve the physical standard of the students
(C) help all round development of the students
(D) imbibe value system in the students

Answer: (C)

5. Micro teaching is more effective

(A) during the preparation for teaching-practice
(B) during the teaching-practice
(C) after the teaching-practice
(D) always

Answer: (B)

6. What quality the students like the most in a teacher?
(A) Idealist philosophy
(B) Compassion
(C) Discipline
(D) Entertaining

Answer: (C)

7. Which of the following is more interactive and student centric?
(A) Seminar
(B) Workshop
(C) Lecture
(D) Group Discussion

Answer: (D)

8. Assertion (A): For an effective classroom communication at times it is desirable to use the projection technology.
Reason (R): Using the projection technology facilitates extensive coverage of course contents.
(A) Both (A) and (R) are true, and (R) is the correct explanation.
(B) Both (A) and (R) are true, but (R) is not the correct explanation.
(C) (A) is true, but (R) is false.
(D) (A) is false, but (R) is true.

Answer: (B)

Question Based on UGC NT Exam June 2009
1. Good evaluation of written material should not be based on:
(A) Linguistic expression
(B) Logical presentation
(C) Ability to reproduce whatever is read
(D) Comprehension of subject

Answer: (D)

2. Why do teachers use teaching aid?
(A) To make teaching fun-filled
(B) To teach within understanding level of students

(C) For students' attention
(D) To make students attentive

Answer: (B)

3. Attitudes, concepts, skills and knowledge are products of:
(A) Learning
(B) Research
(C) Heredity
(D) Explanation

Answer: (A)

4. Which among the following gives more freedom to the learner to interact?
(A) Use of film
(B) Small group discussion
(C) Lectures by experts
(D) Viewing country-wide classroom programme on TV

Answer: (B)

5. Which of the following is not a product of learning?
(A) Attitudes
(B) Concepts
(C) Knowledge
(D) Maturation

Answer: (D)

Question Based on UGC NT Exam December 2008
1. According to Swami Vivekananda, teacher's success depends on:
(A) His renunciation of personal gain and service to others
(B) His professional training and creativity
(C) His concentration on his work and duties with a spirit of obedience to God
(D) His mastery on the subject and capacity in controlling the students

Answer: (A)

2. Which of the following teacher, will be liked most?
(A) A teacher of high idealistic attitude
(B) A loving teacher
(C) A teacher who is disciplined
(D) A teacher who often amuses his students

Answer: (B)

3. A teacher's most important challenge is:
(A) To make students do their home work

(B) To make teaching-learning process enjoyable
(C) To maintain discipline in the class room
(D) To prepare the question paper

Answer: (B)

4. Value-education stands for:
(A) making a student healthy
(B) making a student to get a job
(C) inculcation of virtues
(D) all-round development of personality

Answer: (C)

5. When a normal student behaves in an erratic manner in the class, you would:
(A) pull up the student then and there
(B) talk to the student after the class
(C) ask the student to leave the class
(D) ignore the student

Answer: (B)

Question Based on UGC NT Exam June 2008
1. The teacher has been glorified by the phrase "Friend, philosopher and guide" because:
(A) He has to play all vital roles in the context of society
(B) He transmits the high value of humanity to students
(C) He is the great reformer of the society
(D) He is a great patriot

Answer: (B)

2. The most important cause of failure for teacher lies in the area of:
(A) inter personal relationship
(B) lack of command over the knowledge of the subject
(C) verbal ability
(D) strict handling of the students

Answer: (B)

3. A teacher can establish rapport with his students by:
(A) becoming a figure of authority
(B) impressing students with knowledge and skill
(C) playing the role of a guide
(D) becoming a friend to the students

Answer: (B)

4. Education is a powerful instrument of:

(A) Social transformation
(B) Personal transformation
(C) Cultural transformation
(D) All the above

Answer: (D)

5. A teacher's major contribution towards the maximum self-realization of the student is affected through:
(A) Constant fulfilment of the students' needs
(B) Strict control of class-room activities
(C) Sensitivity to students' needs, goals and purposes
(D) Strict reinforcement of academic standards

Answer: (C)

Question Based on UGC NT Exam December 2007
1. Verbal guidance is least effective in the learning of:
(A) Aptitudes
(B) Skills
(C) Attitudes
(D) Relationship

Answer: (B)

2. Which is the most important aspect of the teacher's role in learning?
(A) The development of insight into what constitutes an adequate performance
(B) The development of insight into what constitutes the pitfalls and dangers to be avoided
(C) The provision of encouragement and moral support
(D) The provision of continuous diagnostic and remedial help

Answer: (A)

3. The most appropriate purpose of learning is:
(A) personal adjustment
(B) modification of behaviour
(C) social and political awareness
(D) preparing oneself for employment

Answer: (B)

4. The students who keep on asking questions in the class should be:
(A) encouraged to find answer independently
(B) advised to meet the teacher after the class
(C) encouraged to continue questioning
(D) advised not to disturb during the lecture

Answer: (A)

5. Maximum participation of students is possible in teaching through:
(A) discussion method
(B) lecture method
(C) audio-visual aids
(D) text book method

Answer: (A)

6. Use of radio for higher education is based on the presumption of:
(A) Enriching curriculum based instruction
(B) Replacing teacher in the long run
(C) Everybody having access to a radio set
(D) Other means of instruction getting outdated

Answer: (C)

Question Based on UGC NT Exam July 2007
1. Teacher uses visual-aids to make learning:
(A) simple
(B) more knowledgeable
(C) quicker
(D) interesting

Answer: (D)

2. The teacher's role at the higher educational level is to:
(A) provide information to students
(B) promote self-learning in students
(C) encourage healthy competition among students
(D) help students to solve their personal problems

Answer: (B)

3. Which one of the following teachers would you like the most:
(A) punctual
(B) having research aptitude
(C) loving and having high idealistic philosophy
(D) who often amuses his students

Answer: (B)

4. Micro teaching is most effective for the student-teacher:
(A) during the practice-teaching
(B) after the practice-teaching

(C) before the practice-teaching
(D) none of the above

Answer: (A)

5. Which is the least important factor in teaching?
(A) punishing the students
(B) maintaining discipline in the class
(C) lecturing in impressive way
(D) drawing sketches and diagrams on the black-board

Answer: (A)

Question Based on UGC NT Exam December 2006
1. Which of the following is not instructional material?
(A) Over Head Projector
(B) Audio Casset
(C) Printed Material
(D) Transparency

Answer: (D)

2. Which of the following statement is not correct?
(A) Lecture Method can develop reasoning
(B) Lecture Method can develop knowledge
(C) Lecture Method is one way process
(D) During Lecture Method students are passive

Answer: (A)

3. The main objective of teaching at Higher Education Level is:
(A) To prepare students to pass examination
(B) To develop the capacity to take decisions
(C) To give new information
(D) To motivate students to ask questions during lecture

Answer: (B)

4. Which of the following statement is correct?
(A) Reliability ensures validity
(B) Validity ensures reliability
(C) Reliability and validity are independent of each other
(D) Reliability does not depend on objectivity

Answer: (C)

5. Which of the following indicates evaluation?
(A) Ram got 45 marks out of 200

(B) Mohan got 38 percent marks in English
(C) Shyam got First Division in final examination
(D) All the above

Answer: (D)

Question Based on UGC NT Exam July 2006
1. Which of the following comprise teaching skill?
(A) Black Board writing
(B) Questioning
(C) Explaining
(D) All the above

Answer: (D)

2. Which of the following statements is most appropriate?
(A) Teachers can teach.
(B) Teachers help can create in a student a desire to learn.
(C) Lecture Method can be used for developing thinking.
(D) Teachers are born.

Answer: (B)

3. The first Indian chronicler of Indian history was:
(A) Megasthanese
(B) Fahiyan
(C) Huan Tsang
(D) Kalhan

Answer: (D)

4. Which of the following statements is correct?
(A) Syllabus is a part of curriculum.
(B) Syllabus is an annexure to curriculum.
(C) Curriculum is the same in all educational institutions affiliated to a particular university.
(D) Syllabus is not the same in all educational institutions affiliated to a particular university.

Answer: (A)

5. Which of the two given options is of the level of understanding?
(I) Define noun.
(II) Define noun in your own words.
(A) Only I

(B) Only II
(C) Both I and II
(D) Neither I nor II

Answer: (B)